



# Athersley South Primary School

## Relationships and Sex Education Policy

### September 2025

Approved by Athersley South Primary School Headteacher

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Head Teacher

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Approved by Athersley South Primary School Chair of Governors

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## Athersley South Relationships and Sex Education Policy

At Athersley South Primary school we are committed to providing all of our pupils with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships and health education, which must be delivered to every primary-aged pupil; in our curriculum, this includes sex education.

### What is Relationships Education?

Health and Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy; it equips pupils with the knowledge they need to make good decisions about their own health and wellbeing

The term *relationships and sex education – RSE*– is used in this policy rather than *sex education*. This is to stress that our approach goes beyond provision of biological information to also focus on clarifying attitudes and values, and developing self esteem and the skills to manage relationships. Research has shown that young people, who feel good about themselves, and are knowledgeable and confident about sex and relationships, are more likely to be more discerning in their relationships and sexual behaviours, and to have fulfilling relationships throughout their life.

### Aims of Relationship Education

- Our RSE curriculum aims to provide opportunities for all of our pupils to:
- Develop confidence in talking, listening and thinking about feelings and relationships.
- To develop respect and care for others.
- To be able to name parts of the body and describe how their bodies work.
- To protect themselves from exploitation and ask for help and support.
- To develop knowledge of a healthier and safer lifestyle in order that they are able to make informed decisions.
- To be prepared for puberty.

### Morals and Values Framework

RSE involves consideration of a number of sensitive issues about which different people may hold strong and varying views. The school's approach to RSE will be balanced and take account of, and be sensitive to, different viewpoints but will not be based on personal bias. Our approach to RSE will be conducted within a clear morals and values framework based on the following principles:

- The value of stable and loving relationships.
- Respect, understanding and empathy towards others who may have different backgrounds, cultures, sexuality, feelings and views.
- The development of relationships, including sexual relationships, based on mutual consent, rather than coercion.
- The right not to be abused by other people or be taken advantage of.
- The right of people to follow their own sexuality, within legal parameters.

### Content and Delivery

RSE is an integral part of the PSHE curriculum at Athersley South Primary School where we plan and deliver a programme of learning through which children gain knowledge and develop the skills they need to be safe, healthy and successful at each stage of their development and throughout their life. Wherever appropriate, teachers will share any relevant discussion points or worksheets during the unit to support pupils and families to discuss and reflect on the learning that has taken place in classrooms.

Since the academic year 2024-25 we have used a programme called 'One Life – Physical Fitness – Social Fitness - Mental Fitness' to support our PHSE teaching. This is a curriculum that is well-thought-out and planned to provide progressive sequence of learning where children revisit units each year and build on good foundations in PSED from Foundation Stage; the spiral nature of the curriculum allows children to deepen their understanding of key learning points as they progress through school.

We have a specific 'Me and my Body' unit in addition to One Life which focuses on the relationship and sex education elements of the curriculum guidance.

In this unit pupils will learn about:

**Foundation Stage-** Our day, keeping clean and families.

**Year 1/2-** Keeping clean, growing and changing and families and care.

- Differences between boys and girls and naming body parts.

**Year 3/4 –** Differences between male and female, personal space and family differences.

- Growing and changing and puberty changes.

**Year 5/6 –** Talking about puberty, hygiene and changes in puberty.

- Understanding relationships, conception and pregnancy, puberty and reproduction and communication in relationships.

In addition to the PSHE programme that is taught in school, the following will also contribute to fulfilling our delivery requirements:

**Key Stage 1 Science**

- notice that animals, including humans, have offspring which grow into adults

**Year 5/6 Science**

- describe the life process of reproduction in some plants and animals.
- describe the changes as humans develop to old age.

**Parental/Carer Concerns and Withdrawal of Pupils**

Parents and Carers will be given the opportunity to come into school and view the materials that will be used in RSE lessons if they so wish. Parents and Carers have a legal right to withdraw their children from dedicated 'sex education' lessons **only**. They do not have a right to withdraw their children from those aspects of RSE that are taught in Health and relationships, the National Curriculum Science elements or where RSE issues arise incidentally in other subject areas. We will work in active partnership with parents/carers and value their views. If a parent/carers has any concerns about the RSE provision we will take time to address their concerns and allay any fears they may have. If any parents/carers decide to withdraw their child we shall work with them and their child to explore possible alternative provision.

**Ground Rules, Distancing Techniques and Reflecting**

Teachers are careful to ensure that their personal beliefs and attitudes do not influence the teaching of sex and relationships. To this end, ground rules have been agreed to provide a common values framework within which to teach. There are clear parameters as to what will be taught in whole class setting and what will be dealt with on an individual basis.

- Pupils will be given preparation so that they will know how to minimise any embarrassment they feel.
- No-one (teacher or pupil) should be expected to answer a personal question.
- No-one will be forced to take part in a discussion.
- Only the correct names for body parts will be used.
- Meanings of words will be explained in a sensible and factual way.

**Answering Difficult Questions**

- Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered and can be addressed later. This school believes that individual teachers must use their skill and discretion in these situations and support will be given by subject and team leaders when needed.

**Equal Opportunities**

Young people may have varying needs regarding RSE depending on their circumstances and background. The school strongly believes that all pupils should have access to RSE that is relevant to their particular needs. To achieve this school's approach to RSE will take account of:

- **The Needs of Boys** Girls tend to have greater access to RSE than boys, both through the media and the home. We will consider the needs of boys, as well as girls, and approaches that will actively engage them, e.g. single sex groups. We shall also be proactive in combating sexism and sexist bullying.

- **Ethnic and Cultural Diversity** Different ethnic and cultural groups may have different attitudes to RSE. The school will consult pupils and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups.
- **Sexuality** Some of our pupils will go on to define themselves as lesbian, gay, bi-sexual or trans-gender (LGBTQ+). Pupils may also have LGBTQ+ parents/carers, brothers or sisters, other family members and/or friends. Our approach to RSE will include sensitive, honest and balanced consideration of sexuality. We shall actively tackle homophobic bullying.
- **Special Educational Needs** We shall take account of the fact that some pupils may have learning, emotional or behavioural difficulties or physical disabilities and ensure learning is appropriate and accessible.

### **A Whole School Approach**

A whole school approach will be adopted to RSE that actively involves the whole school community. All groups who make up the school community have rights and responsibilities regarding RSE. In particular:

- **Teaching Staff** are involved in the school's RSE provision. Some RSE is taught through the PSHE programme and some through science and other curriculum areas. All teachers play an important pastoral role by offering support to pupils. A pupil who experiences a difficulty regarding sex or relationships issues can approach any teacher. Teachers will be consulted about the school's approach to RSE and aided in their work by provision of resources, background information, support and advice from experienced members of staff.
- **Non-Teaching Staff**, including the Learning Mentor, may be involved in a supportive role in some RSE lessons and also play an important, informal pastoral support role with pupils. They will have access to information about the RSE programme and will be supported in their pastoral role.
- **Governors** have responsibilities for school policies. They will be consulted about the RSE provision and policy and have regular reports at Governors' meetings.
- **Outside Agencies** The school will only work with agencies who are appropriate to pupil needs. We shall work in partnership with them and jointly plan their work within the school.
- **Pupils** have an entitlement to age appropriate RSE and to pastoral support. They will be actively consulted about their RSE needs and their views will be central to developing the provision.

### **Confidentiality**

As a teaching staff, we will endeavour to respect a pupil's confidence but school staff cannot promise absolute confidentiality if approached by a pupil for help. Staff must make this clear to pupils. Child protection procedures must be followed when any disclosures about abuse are made.

### **Dealing with Bullying**

Bullying commonly includes inappropriate and hurtful comments and behaviours concerning sexism, homophobia, appearance and other sex/relationship issues. The school takes the issue of bullying very seriously and this is reflected in the school's anti-bullying policy.

### **Monitoring and Evaluation**

The programme is regularly reviewed by the PSHE co-ordinator. The views of pupils and teachers who deliver the programme are used to make changes and improvements to the programme on an ongoing basis.